

WESTMINSTER MIDDLE

501 Westminster Hwy.
Westminster, SC. 29693

GRADES 6-8 Middle School

ENROLLMENT 440 Students

PRINCIPAL R. Steven Willis 864-647-3050

SUPERINTENDENT Dr. Valerie Truesdale 864-638-4000

BOARD CHAIR Harry B. Mays, Jr. 864-972-2136

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	32	12	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

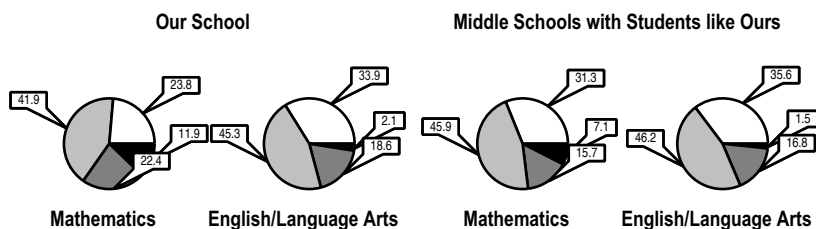
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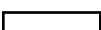
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Good	N/A
2003	Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	34	118	73
Percent satisfied with learning environment	60.6%	64.1%	76.4%
Percent satisfied with social and physical environment	56.3%	67.8%	59.2%
Percent satisfied with home-school relations	57.6%	78.8%	77.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	453	99.6	33.9	45.3	18.6	2.1	20.8	17.6
Gender								
Male	230	99.1	44.2	44.2	10.1	1.4	11.5	17.6
Female	223	100.0	23.7	46.4	27.0	2.8	29.9	17.6
Racial/Ethnic Group								
White	402	99.5	31.9	45.9	19.7	2.4	22.2	17.6
African-American	41	100.0	52.5	40.0	7.5	N/A	7.5	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	9	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	350	99.7	25.3	48.8	23.2	2.7	25.9	17.6
Disabled	103	99.0	64.8	33.0	2.2	N/A	2.2	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	453	99.6	33.9	45.3	18.6	2.1	20.8	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	451	99.6	33.9	45.2	18.8	2.2	20.9	17.6
Socio-Economic Status								
Subsidized meals	279	99.3	39.0	45.0	15.5	0.4	15.9	17.6
Full-pay meals	174	100.0	26.2	45.8	23.2	4.8	28.0	17.6

Mathematics								
All students	453	99.8	23.8	41.9	22.4	11.9	34.3	15.5
Gender								
Male	230	99.6	25.8	40.2	22.5	11.5	34.0	15.5
Female	223	100.0	21.8	43.6	22.3	12.3	34.6	15.5
Racial/Ethnic Group								
White	402	99.8	19.1	43.9	24.5	12.4	36.9	15.5
African-American	41	100.0	70.0	22.5	5.0	2.5	7.5	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	350	100.0	17.0	41.0	26.7	15.2	41.9	15.5
Disabled	103	99.0	48.4	45.1	6.6	N/A	6.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	453	99.8	23.8	41.9	22.4	11.9	34.3	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	451	99.8	23.7	41.7	22.5	12.0	34.5	15.5
Socio-Economic Status								
Subsidized meals	279	99.6	30.6	42.9	18.7	7.9	26.6	15.5
Full-pay meals	174	100.0	13.7	40.5	28.0	17.9	45.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	136	N/A	29.5	48.5	19.7	2.3	22.0
	Grade 7	140	N/A	29.0	50.0	18.1	2.9	21.0
	Grade 8	131	N/A	35.2	46.1	16.4	2.3	18.8
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	155	100.0	34.5	38.6	24.8	2.1	26.9
	Grade 7	147	99.3	35.0	53.3	10.9	0.7	11.7
	Grade 8	151	99.3	32.1	44.5	19.7	3.6	23.4

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	136	N/A	31.8	51.5	15.2	1.5	16.7
	Grade 7	140	N/A	27.5	37.0	19.6	15.9	35.5
	Grade 8	131	N/A	31.0	51.9	11.6	5.4	17.1
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	155	100.0	24.1	35.9	23.4	16.6	40.0
	Grade 7	147	100.0	18.8	41.3	26.8	13.0	39.9
	Grade 8	151	99.3	28.5	48.9	16.8	5.8	22.6

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 440)				
Students enrolled in high school credit courses (grades 7 & 8)	3.5%	Up from 0.0%	12.4%	14.4%
Retention rate	3.4%	Down from 3.7%	3.0%	2.3%
Attendance rate	96.3%	No change	94.8%	95.2%
Eligible for gifted and talented	16.6%	Up from 12.4%	12.7%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	22.8%	Up from 22.0%	15.1%	14.1%
Older than usual for grade	3.9%	Down from 4.0%	4.5%	4.9%
Suspended or expelled	0.7%	Down from 1.9%	1.2%	1.3%
Annual dropout rate	0.0%	Down from 0.3%	0.0%	0.0%

Teachers (n= 31)				
Teachers with advanced degrees	45.2%	Down from 53.3%	45.5%	47.1%
Continuing contract teachers	80.6%	Down from 83.3%	80.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.6%	Down from 89.0%	83.2%	84.3%
Teacher attendance rate	92.4%	Down from 94.6%	94.8%	95.0%
Average teacher salary	\$40,162	Down 2.7%	\$38,921	\$39,924
Prof. development days/teacher	13.8 days	Up from 8.9 days	10.9 days	10.7 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio	21.5 to 1	Up from 21.1 to 1	20.9 to 1	21.0 to 1
Prime instructional time	88.3%	Down from 90.6%	88.3%	88.9%
Dollars spent per pupil*	\$6,326	Up 4.7%	\$5,685	\$5,854
Percent spent on teacher salaries*	54.4%	Down from 61.1%	62.1%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	95.7%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Westminster Middle is committed to providing diverse learning experiences that teach critical and creative thinking, which will enable our students to become productive, competent, and responsible lifelong learners. To this end, our students are afforded the opportunity to experience the highest levels of course work available. In addition, our students are required to take two Exploratory classes each day, as we also feel it is critical that students participate in a variety of fine arts programs and extracurricular activities such as Band, Art, Chorus, Strings, PE, Project Lead the Way, Computer Science, Girl's and Boy's Basketball, Cheerleading, Football, and athletics at the high school.

As we look back on the year, we are very proud of our many accomplishments and have a clear understanding of the areas in need of attention for the upcoming year. A major focus of our school improvement plan is to involve parents. We continued to host a parent's night at the end of each nine-week grading period, an Awards Day picnic to include parents, and as our report card indicates by the number of parent conferences, we were successful in involving parents in their child's education.

We continued our Character Education program for all students. Our program consists of selecting a student from each homeroom every month as a role model for the chosen trait and rewarding these students with a small celebration. We also continued to participate in the Governor's Character Education Recognition program with the school winner attending a recognition ceremony in Columbia.

Westminster Middle School continued a modified block schedule permitting all students to spend an additional 45 minutes in both math and English/language arts each day. This will change back to a traditional 7 or 8 period schedule in the 2003-2004 school year in order to equalize instruction in the core subjects, as all will be PACT tested. A comprehensive remediation program was continued in both math and English/language arts using Accelerated Math (AM), Terrific Six, and Perfect Copy. We also offered an after-school program to Below Basic students twice a week until the PACT.

Our school received two major recognitions for the work we do: the Palmetto Silver Award for 2002 PACT score improvement from the State Department of Education, and the Award of Excellence for our school's web page from the South Carolina Chapter of the National School Public Relations Association. We appreciate the support of the community and our diligent PTA/School Improvement Committee in achieving these awards and the goals of our school.

R. Steven Willis, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.